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ABSTRACT

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the fashion marketing technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each course in the sequence. Fashion marketing technology courses include the following: fashion design fundamentals, fashion marketing, product knowledge, textiles in fashion, visual merchandising, buying, work-based learning in fashion marketing technology, image and wardrobe consulting, and fashion sales direction. Related vocational-technical courses are as follows: marketing I, merchandising math, advertising, management, retail management, and entrepreneurship. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profile. (YLB)

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Mississippi Curriculum Framework for Fashion Marketing Technology

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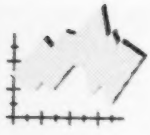

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MISSISSIPPI

CURRICULUM FRAMEWORK

FOR

FASHION MARKETING TECHNOLOGY

(PROGRAM CIP: 08.0101 – APPAREL AND ACCESSORIES MKT. OP., GEN.)

POSTSECONDARY PROGRAMS 1996

July 30, 1996

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FOREWORD

In order to survive in today's global economy, businesses and industries have had to adopt new practices and procedures. Total quality management, statistical process control, participatory management, and other concepts of high performance work organizations are practices by which successful companies survive. Employers now expect their employees to be able to read, write, and communicate effectively; solve problems and make decisions; and interact with the technologies that are prevalent in today's workplace. Vocational-technical education programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U. S. Departments of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name - A common name that will be used by all community/junior colleges in reporting students.

- Course Abbreviation - A common abbreviation that will be used by all community/junior colleges in reporting students.

- Classification - Courses may be classified as:
  - Vocational-technical core - A required vocational-technical course for all students.
  - Vocational-technical elective - An elective vocational-technical course.
  - Related academic course - An academic course which provides academic skills and knowledge directly related to the program area.
  - Academic core - An academic course which is required as part of the requirements for an Associate degree.

- Description - A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.

- Prerequisites - A listing of any prerequisite courses that must be taken prior to or on enrollment in the course.

- Competencies and Suggested Objectives - A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For example, in a four semester hour course consisting of 30 hours lecture and 120 hours of laboratory activities, approximately 22 hours of lecture and 90 hours of lab should be taken by the competencies and suggested objectives identified in the course framework. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-career transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.

- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  - 3 semester credit hours — Math/Science Elective
  - 3 semester credit hours — Written Communications Elective
  - 3 semester credit hours — Oral Communications Elective
  - 3 semester credit hours — Humanities/Fine Arts Elective
  - 3 semester credit hours — Social/Behavioral Science Elective

  It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
  - students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
  - students who cannot demonstrate mastery of this content will be given the opportunity to do so.

- The roles of the Baseline Competencies are to:
  - Assist community/junior college personnel in developing articulation agreements with high schools, and
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts

- The Baseline Competencies may be taught as special "Introduction" courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the "Introduction" courses or may offer the competencies through special projects or individualized instruction methods.

- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

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PROGRAM DESCRIPTION

FASHION MARKETING TECHNOLOGY

The Fashion Marketing Technology program of study is designed to provide specialized instruction in all phases of fashion marketing in order to prepare students for careers such as manager, wardrobe consultant, buyer, sale representative, visual merchandiser, and fashion director. A combination of classwork and practical experience is stressed.

A Certificate of Fashion Marketing may be issued at the discretion of the local district. The Associate of Applied Science Degree is earned upon successful completion of the Fashion Marketing Technology program.

FASHION MARKETING TECHNOLOGY

SUGGESTED COURSE SEQUENCE*

Baseline Competencies for Fashion Marketing Technology**

FIRST YEAR

3 sch	Written Communications	3 sch	Elective†
	Elective	3 sch	Elective†
3 sch	Marketing I (MMT 1113)	3 sch	Product Knowledge
3 sch	Fashion Design		(FMT 1223)
	Fundamentals (FMT 1113)	3 sch	Oral Communications
3 sch	Fashion Marketing		Elective
	(FMT 1213)	3 sch	Textiles in Fashion
3 sch	Salesmanship (MMT 1313)		(FMT 1313)
15 sch		15 sch	

SECOND YEAR

3 sch	Humanities/Fine Arts	3 sch	Buying (FMT 1233)
	Elective	3 sch	Elective†
4 sch	Visual Merchandising	6 sch	Internship (FMT 2936)††
	(FMT 2414)	3 sch	Social/Behavioral Science
3 sch	Advertising (MMT 1323)		Elective
3 sch	Math/Natural Science	3 sch	Elective†
	Elective		
3 sch	Elective†	18 sch	
16 sch			

* Students who lack entry level skills in math, English, science, etc., will be provided related studies.

** Baseline competencies are taken from the high school Marketing and Fashion Merchandising program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

† Electives:
Management (MMT 2213)
Image and Wardrobe Consulting (FMT 2513)
Merchandising Math (MMT 1413)
Fashion Sales Direction (FMT 2613)
Entrepreneurship (MMT 2513)
Retail Management (MMT 2423)
Computer Elective
Accounting Elective
Other instructor approved related technical course or academic course.

†† Work-Based Learning in Fashion Marketing Technology (FMT 2936), Work-Based Learning in Fashion Marketing Technology (FMT 2913), or Work-Based Learning in Fashion Marketing Technology (FMT 2923)

SECTION I:

BASELINE COMPETENCIES

BASELINE COMPETENCIES FOR FASHION MARKETING TECHNOLOGY

The following competencies and suggested objectives are taken from the Marketing I Section of the publication *Mississippi Curriculum Framework for Secondary Marketing/Fashion Merchandising Program*. These competencies represent the baseline which was used to develop the community/junior college Fashion Merchandising Technology courses. Students enrolled in postsecondary courses should either (1) have documented mastery of these competencies, or (2) be provided with these competencies before studying the advanced competencies in the Fashion Merchandising Technology program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special "Introduction" courses. The "Introduction" courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the baseline competencies are to be taught as "Introduction" courses, each course should be at least 3 credit hours. The following course number(s) and description should be used.

Course Name(s): Introduction to Fashion Marketing Technology, Introduction to Fashion Marketing Technology I, or Introduction to Fashion Marketing Technology II

Course Abbreviation(s): FMT 100(3-6), FMT 1013, FMT 1023

Classification: Vocational-Technical Core

Description: These courses contain the baseline competencies and suggested objectives from the high school Marketing/Fashion Merchandising curriculum which directly relate to the community college Fashion Marketing Technology program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3-6 semester hours based upon existing skills for each student. May be divided into 2 courses for a maximum total of 6 hours of institutional credit.) (NOTE: *indicates competencies/objectives that apply to a 2 or 2½ Carnegie Unit course in secondary Marketing I)

Competencies and Suggested Objectives:

1. Review educational, occupational, and leadership opportunities in Marketing Education.
   a. Review student rules and regulations for the local school.
   * b. Research a specific job in marketing and present findings.
   c. Preview the career opportunities in Marketing Education.
   d. Update career/educational plans.

e. Identify and describe leadership opportunities available from student youth organizations (DECA).

Related Academic Topics (See Appendix A): C4, C6, S8
Workplace Skills (See Appendix B): WP2

2. Define and analyze the marketing process in relation to modern society.
   a. Categorize marketing activities.
   b. Categorize items that are marketed.
   * c. Review and analyze case problems to determine marketing concept requirements are met.
   d. Explain the elements of the marketing concept.
   e. Describe production activities.
   f. Explain the nature of channels of distribution.
   * g. Investigate the channels of distribution (if accessible in local area).
   h. Differentiate between the ultimate consumer and the industrial consumer.
   i. Describe production activities to include land, labor, capital.
   j. Differentiate between types of utilities.
   * k. Analyze case problems pertaining to utilities.
   l. Explain the concept of market and market identification.

   Related Academic Topics (See Appendix A): C1, C4, C6, S8
   Workplace Skills (See Appendix B): WP2, WP3

3. Introduce economic fundamentals.
   a. Describe types of economic systems.
   b. Discuss the advantages and disadvantages of economic systems.
   * c. Review economic systems.
   d. Comprehend the concept of supply and demand.
   e. Compare competition to include direct and indirect and price and nonprice.
   f. Describe benefits of competition.
   g. Describe types of business ownership.
   * h. Interview an entrepreneur and report findings.
   i. Explain ways business can minimize risks.
   * j. Identify and describe four methods of dealing with risks.
   k. Define and calculate profit.
   * l. Review and demonstrate the profit principle.
   m. Define the concept of organized labor and business.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M6, M7, S8
   Workplace Skills (See Appendix B): WP1, WP6

4. Demonstrate human relations skills in business.
   a. Identify human relation skills as they relate to business.
   * b. Analyze and practice intrapersonal skills as they relate to business.
   * c. Apply acceptable and expected personal traits in marketing.

d. Analyze and practice interpersonal and group skills as they relate to business to include honesty, integrity, interest, enthusiasm, initiative, creativity, self-control, and acceptance of criticism.

Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP2, WP3, WP4, WP6

5. Explain the nature of effective verbal communication.
   a. Identify and prepare simple to complex written communications in marketing situations.
   b. Practice oral communication skills in a businesslike manner in a variety of situations.
   c. Practice listening, giving, and receiving directions.
   * d. Review and apply written and oral communication skills in marketing situations.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
6. Explain the nature of effective nonverbal communication.
   a. Define nonverbal communication.
   b. Demonstrate effective body language.
   * c. Review and apply verbal and non-verbal communication skills.

   Related Academic Topics (See Appendix A): C3, C4
   Workplace Skills (See Appendix B): WP2, WP3, WP6
7. Compute accurately using basic and marketing math skills.
   a. Practice basic math skills.
   * b. Complete basic math test and work problems to re-enforce skills.
   c. Complete the change making process.
   * d. Complete sales slips, charge slips, refund slips, etc.
   e. Calculate miscellaneous charges.
   f. Compute retail prices.
   g. Reconcile a bank statement.
   h. Compute stock sales ratio.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4
   Workplace Skills (See Appendix B): WP1
8. Describe the activities of sales people that can help make a sale and build a clientele.
   a. Classify buying motives.
   b. Utilize prospecting.
   c. Explain and demonstrate appropriate behavior for different customer personality types.
   d. Define the role of special customer services.
   * e. Identify the role of customer servicing.
   f. Identify proper telephone techniques.
   * g. Process telephone and special orders.

   Related Academic Topics (See Appendix A): C1, C3, C4, C6
   Workplace Skills (See Appendix B): WP3, WP6

9. Identify and demonstrate the components or steps of the selling process to include pre-approach, approach, determining needs, presentation, handling objections, suggestive selling, closing the sale, and reassurance.
   * a. Identify and demonstrate the steps of the selling process.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
10. Explain importance and benefits of proper product knowledge.
   a. Identify sources of product information.
   b. Discuss the importance of product substitution.
   c. Prepare a feature-benefit chart.

   Related Academic Topics (See Appendix A): C1, C2, C6, M2, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP6
11. Demonstrate the mechanics of closing a sale.
   a. Prepare a sales receipt and credit card slip.
   * b. Identify and demonstrate the steps in processing a sale with a credit card.
   c. Operate a cash register.
   * d. Operate a cash register and perform enrichment exercises with cash register math problems.
   e. Identify errors on a check.
   * f. Prepare check-related activities.
   g. Explain the use of wrapping/packaging services.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6, M1, M7
   Workplace Skills (See Appendix B): WP2, WP3, WP6
12. Maintain inventory systems.
   a. Complete stock records and counts.
   * b. Complete inventory problems dealing with overages and shortages, average inventory, inventory systems, etc.
   c. Describe the process of receiving and checking incoming stock to include reserve, back stock, and forward stock.
   d. Explain the process of handling merchandise returns.
   * e. Accurately complete various return/refund slips.
   f. Identify factors to reduce shrinkage.
   * g. Define and list causes of shrinkage.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, M1, M6, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP6
13. Explain functions of store maintenance and housekeeping duties.
   a. Describe ways to handle store equipment properly.
   b. List and/or demonstrate safety precautions.
   * c. Discuss types of accidents.
   d. Explain procedures for handling accidents.

   Related Academic Topics (See Appendix A): C1, C3, C5, C6, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP5, WP6
14. Explain the process of buying and pricing.
   a. Price and mark stock to include cost codes.

b. Explain the use of mark downs; make and record price changes.
c. Explain pricing policies.
d. Discuss negotiating terms and conditions with suppliers.
e. Complete purchase orders and invoices.
f. Determine turnover rates and open-to-buy amounts.
* g. Perform activities related to pricing, marking, turnover rates, and negotiations.

Related Academic Topics (See Appendix A): C1, C3, C4, C5, C6, M1, M2, M6, M7
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

15. Explain the importance and purpose of credit.
    a. Interpret and explain credit policies for both commercial and personal credit.
    b. Explain the 3 C's of credit.
    * c. Analyze various credit applications and make a recommendation to approve or reject the application.

Related Academic Topics (See Appendix A): C1, C5, C6, M1, M7
Workplace Skills (See Appendix B): WP2, WP3, WP6

16. Define and explain the role of advertising.
    a. Differentiate between promotional, institutional, and cooperative advertising.
    b. List the reasons for advertising.
    * c. Explore advertising and persuasion techniques.
    d. List the forms of advertising media and the advantages and disadvantages of each.
    * e. Investigate the operations of media forms.
    f. Describe the components of an advertisement.
    * g. Explain the components of a good ad and demonstrate with samples.
    h. Differentiate between brand names, trade names, trademarks, and slogans.
    i. List ways of determining advertising budgets.
    * j. Demonstrate ad budgets, milline rate, and cost per thousand.

Related Academic Topics (See Appendix A): C1, C2, C5, C6, M7
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

17. Define and explain the role of visual merchandising.
    a. Explain common types of displays.
    * b. Explore principles of visual merchandising.
    c. Plan and/or schedule displays or themes using a promotional calendar.
    d. Create an appropriate display using the principles and techniques of design.
    * e. Create and paint color wheels and color schemes to better understand the element of color.

Related Academic Topics (See Appendix A): C1, C2, C4, C6, M2, M4, M5, M7, S8
Workplace Skills (See Appendix B): WP3, WP4, WP6

18. Conduct a job search.
    a. Identify sources of employment information.
* b. Explore employee skills needed to conduct a job search.
    b. Research occupational area to include skills, traits, employment opportunities, opportunities for advancement, benefits, and wages.
    c. Participate in an interview to include proper dress and appropriate grooming.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M7
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

19. Prepare written forms necessary for job acquisition/resignation.
    a. Write or update a resume or personal data sheet.
    b. Write a letter of application.
    c. Complete a job application form.
    d. Prepare a follow-up letter.
    e. Submit a letter of resignation.
* f. Review and demonstrate preparation of various written forms used for acquiring a job and resigning from a job.

Related Academic Topics (See Appendix A): C1, C3, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

20. Define entrepreneurship.
    a. State the advantages and disadvantages of entrepreneurship.
    b. Identify idea marketing strategies/mix.
    c. Identify target market for entrepreneurship.

Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

21. Demonstrate understanding of financial statements.

Related Academic Topics (See Appendix A): C1, C2, C3, C5, M1, M2, M7
Workplace Skills (See Appendix B): WP1, WP2, WP6

    a. Analyze a financial statement.

22. Differentiate between methods of financial loans.
    a. List and describe methods of financing loans.

Related Academic Topics (See Appendix A): C1, C2, C3, C5, M1, M2, M7
Workplace Skills (See Appendix B): WP1, WP2, WP6

23. Research and organize an entrepreneurship manual.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M4, M5, M7
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP5, WP6

SECTION II:

CURRICULUM GUIDE

FOR

FASHION MARKETING TECHNOLOGY

FASHION MARKETING TECHNOLOGY COURSES

Course Name: Fashion Design Fundamentals

Course Abbreviation: FMT 1113

Classification: Vocational-Technical Core

Description: Examines factors influencing fashion color, line, and design. Includes applications of principles of art to clothing creation and selection. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Recognize and describe commonly used clothing details.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5
   Workplace Skills (See Appendix B): WP6
2. Discuss historic clothing as it relates to the current fashion world.
   a. Recognize illustrations of fashion clothing for each decade, beginning with the turn of the century.
   b. Recognize clothing from major periods of history.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5
   Workplace Skills (See Appendix B): WP6
3. Complete a project demonstrating the elements and principles of design.
   a. Analyze clothing for details that change appearance of body proportions.
   b. Identify the basic silhouettes used in fashion design.
   c. Apply principles of color harmony to a variety of projects.
   d. Describe the psychological effects of different colors.
   e. Design a garment using computerized graphic design.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S6
   Workplace Skills (See Appendix B): WP6

Course Name: Fashion Marketing

Course Abbreviation: FMT 1213

Classification: Vocational-Technical Core

Description: An introduction to the fashion industry, including fashion terminology, nature of fashion, and the creating, manufacturing, and marketing of fashion. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Recognize the fundamental concepts of consumer demand and fashion change.
   a. Explain the cyclical movement of fashion.
   b. Demonstrate a working knowledge of commonly used fashion terms.
   c. Identify and explain environmental influences that make and change fashion.
   d. Illustrate the effect of world happenings on fashions.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Trace the development, production, and marketing of textiles and fashion merchandise from concept to consumer.
   a. Name and give examples of steps in the process of manufacturing apparel.
   b. Identify and describe marketing activities that are particular to fashion apparel.
   c. Compare and contrast domestic and foreign fashion industries.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S2, S3
   Workplace Skills (See Appendix B): WP2, WP6
3. Complete a project illustrating the impact of fashion designers upon the industry.
   a. Identify fashion design characteristics of individual fashion designers.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3
4. Explain career opportunities in the field of fashion marketing.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Product Knowledge

Course Abbreviation: FMT 1223

Classification: Vocational-Technical Core

Description: Study of the buying function with emphasis on the origin and composition of products, methods of production, quality indicators, the sale of merchandise, and the care of merchandise. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Describe and differentiate materials used in various types of accessories.
   a. Describe the various metals and finishes of metals used in jewelry.
   b. Recognize various stones used in making jewelry.
   c. Identify popular types of fur.
   d. Identify grain characteristics of leather.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S2, S3, S4

   Workplace Skills (See Appendix B): WP2, WP6
2. Demonstrate ability to classify sizes and to determine proper fit and care for men's wear, ladies' wear, children's wear, and accessories.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M3, S1, S2

   Workplace Skills (See Appendix B): WP2, WP6
3. Recognize quality features of apparel and accessories.
   a. Explain the 4 C's used to describe precious gems and how they affect the stone's value.
   b. Perform a quality feature analysis of selected types of apparel and accessories.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S4

   Workplace Skills (See Appendix B): WP2, WP3, WP6
4. Recognize common styles of accessories (shoes, handbags, and hats).

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6

   Workplace Skills (See Appendix B): WP2

Course Name: Textiles in Fashion

Course Abbreviation: FMT 1313

Classification: Vocational-Technical Core

Description: Examination of fibers, yarns, fabric construction, finishes, and design as applied to the selection of clothing and household fabrics. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Trace the development of fibers from their initial stages through their manufacturing into textile products.
   a. Recognize methods of dyeing fabric and identify advantages and disadvantages of each.
   b. Recognize methods of printing on fabric and identify advantages and disadvantages of each.
   c. Compare and contrast natural and man-made fibers.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, S2, S5, S8

   Workplace Skills (See Appendix B): WP1, WP2, WP6
2. Compile fabric samples showing basic fibers, yarns, construction, and finishes.
   a. Reproduce a color effect, demonstrating the weaves on design paper.
   b. Identify fabric characteristics based on fiber and construction.
   c. Examine fabrics to determine if yarns are spun of filament.
   d. Recognize the effects of different finishes on fabric.
   e. Use the computer and fabric samples to identify construction, fiber, and fabric name.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, S2, S3, S5, S6

   Workplace Skills (See Appendix B): WP2, WP6
3. Match fabrics with their proper end uses and care.
   a. Determine durability of fabrics.
   b. Determine tests necessary to evaluate a fabric for a specific end use.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, S2, S3, S5, S8

   Workplace Skills (See Appendix B): WP2, WP6
4. Identify standards and legislation which affect textile products.
   a. Describe labeling of textile products.
   b. Interpret textile, information from tags/labels, advertisements, and manufacturer's information.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP2, WP6

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Course Name: Visual Merchandising

Course Abbreviation: FMT 2414

Classification: Vocational-Technical Core

Description: Application of fundamental principles of design, perspective, and color theory to advanced projects in merchandise presentation. (4 sch: 2 hr. lecture, 4 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Plan and execute counter, window, and interior displays using the principles and elements of design.
   a. Plan a floor move.
   b. Design store layout or a display using computer graphic design software.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M4
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Perform display housekeeping using the specific rules necessary for upkeep of display of merchandise to maintain store appearance.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP6
3. Dismantle display using correct return principles and procedures to remove counter, window, and interior displays.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6
4. Critique effects of various displays.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Buying

Course Abbreviation: FMT 1233

Classification: Vocational-Technical Core

Description: Study of the functions of the buyer within the retail operation including logical sequences for activities and information necessary for buying merchandise. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Describe the duties, traits, characteristics, and responsibilities necessary for a successful buying career.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP6
2. Examine management strategies used in buying decision making.
   a. Analyze and interpret sales records.
   b. Develop, analyze, and adjust a six-month merchandising plan as needed.
   c. Apply factors that influence assortment planning to buying situations.
   d. Apply principles of seasonal planning to buying situations.
   e. Apply principles of classification of merchandising assortment to buying situations.
   f. Comparison shop using price, product features, and competitive conditions to analyze competitors' merchandise.
   g. Explain the procedure followed during market visits as related to time, budgets, working the various sections of the market, and negotiating with vendors.
   h. Discuss unit control and factors effecting the accuracy of inventory figures.
   i. Make buying decisions using computer simulations.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M3, M6, M7
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP6

Course Name: Work-Based Learning in Fashion Marketing Technology

Course Abbreviation: FMT 2913, FMT 2923, or FMT 2936

Classification: Vocational-Technical Core

Description: Direct application of concepts, terminology, and theory of fashion marketing. Students must be employed in a work environment where they will have to solve problems as encountered in industry. (Credit is awarded at the rate of 1 sch per 3 hr. externship.) (3-6 sch: 9-18 hr. externship)

Prerequisites: None

Competencies and Suggested Objectives:

1. Apply technical skills needed to be a viable member of the work force.
   a. Prepare a description of technical skills to be developed in the work-based learning program.
   b. Develop technical skills needed to be a viable member of the work force.
   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP1
2. Apply skills developed in other program area courses.
   a. Perform skills developed in other program area courses in the work-based learning program.
   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP5, WP6
3. Apply human relationship skills.
   a. Use pro-active human relationship skills in the work-based learning program.
   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP3
4. Apply and practice positive work habits and responsibilities.
   a. Perform assignments to develop positive work habits and responsibilities.
   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP3
5. Work with instructor and employer to develop written occupational objectives to be accomplished.
   a. Perform written occupational objectives in the work-based learning program.
   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP6

6. Assess accomplishment of objectives.
   a. Prepare daily written assessment of accomplishment of objectives.
   b. Present weekly written reports to instructor in activities performed and objectives accomplished.

   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP6
7. Utilize a set of written guidelines for the work-based learning program.
   a. Develop and follow a set of written guidelines for the work-based learning program.

   Related Academic Topics (See Appendix A): C5, C6
   Workplace Skills (See Appendix B): WP6

Course Name: Image and Wardrobe Consulting

Course Abbreviation: FMT 2513

Classification: Vocational-Technical Elective

Description: Assessing and developing an appropriate client image for individuals in a variety of occupations and careers. Emphasis on solving figure problems, makeup techniques, wardrobe coordination, and use of modeling techniques to imorove image. (3 sch: 1 hr. lecture, 4 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Demonstrate an appropriate personal image utilizing proper colors, makeup, accessories, hair styles, and wardrobe.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M4, S1, S6, S8
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Demonstrate the basic steps and turns used in modeling.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP3, WP6
3. Understand the procedure for determining color coding for clients/customers and make appropriate wardrobe and makeup selections based on season.
   a. Assess facial and figure features of clients.
   b. Identify appropriate skin care procedures.
   c. Apply makeup correctly to enhance client's appearance for different occasions.
   d. Select the correct hair style for different face shapes.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S1, S6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
4. Plan, coordinate, and present appropriate clothing for an occasion such as a wedding, vacation, or work wardrobe.
   a. Prepare a figure analysis using a computer.
   b. Apply design principles to wardrobe selection and coordination.
   c. Suggest appropriate selections for basic wardrobe purchases.
   d. Recognize appropriate dress for different occupations and occasions.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M4, S1, S6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Course Name: Fashion Sales Direction

Course Abbreviation: FMT 2613

Classification: Vocational-Technical Elective

Description: Principles and application of retail sales promotion with emphasis on in-store activities, advertising, publicity, fashion shows, and other special events (3 sch: 1 hr. lecture, 4 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Identify and locate specialized sources of fashion trend information.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
2. Demonstrate communication of fashion information which could include seasonal fashion merchandising seminars, or seasonal trend presentations.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
3. Plan a fashion promotion including appropriate calendars.
   a. Plan a fashion trend calendar.
   b. Develop a fashion advertising calendar.
   c. Plan a special event calendar.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
4. Plan and evaluate a fashion show.
   a. Plan the staging, lighting, music, budget, theme, and promotional activities for a fashion show.
   b. Select merchandise and models for a fashion show.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, S6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

RELATED VOCATIONAL-TECHNICAL COURSES

Course Name: Marketing I

Course Abbreviation: MMT 1113

Classification: Related Vocational-Technical (From Marketing Management Technology)

Description: Study of principles and problems of marketing goods and services and methods of distribution from producer to consumer. Types, functions, and practices of wholesalers and retailers and efficient techniques in the development and expansion of markets. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Explain and analyze the significance of the marketing functions.
   a. Explain the marketing concept and how it is being broadened.
   b. Identify and analyze the sociocultural influence on consumer behavior.
   c. Contrast the industrial market with the consumer market, including the marketing of goods, services, or ideas.
   d. Identify categories of segmentation variables and give examples of specific variables in each category for segmenting the consumer market.
   e. Analyze the marketing mix variables over the life cycle of a product or service.
   f. Explain and analyze the effect of supply and demand on the marketing variables.
   g. Determine the characteristics of the competitive environments.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M6
   Workplace Skills (See Appendix B): WP2, WP4, WP6

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Course Name: Merchandising Math

Course Abbreviation: MMT 1413

Classification: Related Vocational-Technical (From Marketing Management Technology)

Description: Study of the mathematical calculations involved in the merchandising process. Fundamental principles and operations in buying, pricing, and inventory control. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Apply the mathematical calculations relating to the merchandising process.
   a. Define the duties and responsibilities of a merchandise manager and a buyer.
   b. Calculate the cumulative markup figures and individual markup figures.
   c. Illustrate how to improve average markup with additional purchases.
   d. Apply effective pricing strategies for a retail environment.
   e. Identify and differentiate merchandise control systems employed by retailers.
   f. Explain the difference between stock turn and capital turn.
   g. Develop a sales forecast.
   h. Analyze the interaction between sales and stock planning to ensure that sales and stocks are balanced.
   i. Develop a six-month buying plan.
   j. Solve problems using ratios and proportions.
   k. Figure payroll withholding.
   l. Calculate shipping related terms.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M6, M7

   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP6

Course Name: Advertising

Course Abbreviation: MMT 1323

Classification: Related Vocational-Technical (From Marketing Management Technology)

Description: The role of advertising as a promotional tool. Topics included are product and consumer analysis, media selection, and creation of advertising. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisite: None

Competencies and Suggested Objectives:

1. Plan, organize, execute, and evaluate effective promotion through mass advertising.
   a. Analyze and identify the target market for a promotion.
   b. Develop strategies for campaigns and individual advertising messages.
   c. Construct an advertising budget.
   d. Determine advertising costs from rate cards or other information.
   e. Determine what products to advertise and why.
   f. Determine logical media choices and contrast media choices.
   g. List sources for locating secondary information.
   h. Develop and prepare effective print and broadcast copy.
   i. Prepare copywriter's rough layouts for advertisement.
   j. Create an advertising campaign.
2. Analyze principles of design.
   a. Develop design with formal and informal balance.
   b. Develop color scheme.
   c. Develop design using exact repetition design, alteration design, and progression design.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M6, M7, S1
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Course Name: Management

Course Abbreviation: MMT 2213

Classification: Related Vocational-Technical (From Marketing Management Technology)

Description: Study of the basic principles and functions of management. Special emphasis on planning, organizing, directing, staffing, and controlling. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Analyze the functions of management.
   a. Identify and define the basic parts of the planning process.
   b. Identify and apply the major components of organizational design; describe different kinds of organizational design.
   c. Identify and classify the basic motivational theories.
   d. Name and apply the major components of staffing.
   e. List and define the primary styles of leadership.
   f. List and analyze the elements of the communications process.
   g. Define the steps of the control process.
   h. Identify and apply the basic control methods and techniques.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP3, WP4, WP6

Course Name: Retail Management

Course Abbreviation: MMT 2423

Classification: Related Vocational-Technical (From Marketing Management Technology)

Description: Study of retailing processes, including functions performed, principles governing effective operation, and managerial problems resulting from current economic and social trends (3 sch: 2 hr. lecture, 2 hr. lab)

Perquisites: None

Competencies and Suggested Objectives:

1. Examine strategies necessary for successful and efficient retail operations.
   a. Explain the role of retailing in the chain of marketing distribution.
   b. Analyze retail classification.
   c. Apply the retail mix in order to balance the business operation.
   d. Analyze trade area and elements of site location.
   e. Arrange physical facilities and design business layout.
   f. Analyze and evaluate a dollar control method of merchandise forecasting and budgeting.
   g. Analyze a classification merchandising plan.
   h. Identify the stages in the development of a retail price strategy.
   i. Identify performance measures and discuss their importance.
2. Recognize effective use of visual merchandising techniques.
   a. Plan, assemble, maintain, and schedule displays with themes.
   b. Create common types of displays including price cards and lettering.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M6, M7

   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP6

Course Name: Entrepreneurship

Course Abbreviation: MMT 2513

Classification: Related Vocational-Technical (From Marketing Management Technology)

Description: Study of the development of a product or services idea and the creation of an organization to further its growth (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Develop a comprehensive business plan for creating a potential business.
   a. Identify major advantages and disadvantages associated with going into business independently.
   b. Identify the advantages and disadvantages of franchising a product and franchising an entire business operation.
   c. Describe typical personal characteristics and experiences of entrepreneurs.
   d. Explain financing alternatives for the entrepreneur.
   e. Identify factors involved in determining the location of a proposed business.
   f. Describe the legal forms of organization.
   g. Develop a comprehensive plan for monitoring performance.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1, M2, M6

   Workplace Skills (See Appendix B): WP1, WP2, WP6

SECTION III:

RECOMMENDED TOOLS AND EQUIPMENT

RECOMMENDED TOOLS AND EQUIPMENT FOR POSTSECONDARY FASHION MARKETING TECHNOLOGY

1. Computer (1 per student) and access to lab
2. Laser printer
3. Display equipment to include:
   a. Build-ups (5 per program)
   b. Bust forms (5 per program)
   c. Full forms (5 per program)
   d. Torso forms (5 per program)
   e. Full height wardrobe forms (5 per program)
4. Props for displays (5 per program)
5. Counter displays (2 per program)

RECOMMENDED INSTRUCTIONAL AIDS/RESOURCES

EQUIPMENT

1. LCD panel or VGA (1 per program)
2. Computer with laser printer (486 or upgrade) (1 per program)
3. Access to copier (1 per program)
4. Access to VCR and monitor (1 per program)
5. Camcorder (1 per program)
6. Cassette/CD player with dual recorder (1 per program)

RESOURCES

1. Word processing program
2. Graphic program
3. Instructional simulations

APPENDIX A:

RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make, and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1. Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

APPENDIX C:

STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE
FOR FASHION MARKETING TECHNOLOGY

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each course. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the program.

In the blank before each competency, place the date on which the student mastered the competency.

Fashion Design Fundamentals (FMT 1113)

_____ 1. Recognize and describe commonly used clothing details.
_____ 2. Discuss historic clothing as it relates to the current fashion world.
_____ 3. Complete a project demonstrating the elements and principles of design.

Fashion Marketing (FMT 1213)

_____ 1. Recognize the fundamental concepts of consumer demand and fashion change.
_____ 2. Trace the development, production, and marketing of textiles and fashion merchandise from concept to consumer.
_____ 3. Complete a project illustrating the impact of fashion designers upon the industry.
_____ 4. Explain career opportunities in the field of fashion marketing.

Product Knowledge (FMT 1223)

_____ 1. Describe and differentiate materials used in various types of accessories.
_____ 2. Demonstrate ability to classify sizes and to determine proper fit and care for men's wear, ladies' wear, children's wear, and accessories.
_____ 3. Recognize quality features of apparel and accessories.
_____ 4. Recognize common styles of accessories (shoes, handbags, and hats).

Textiles in Fashion (FMT 1313)

_____ 1. Trace the development of fibers from their initial stages through their manufacturing into textile products.
_____ 2. Compile fabric samples showing basic fibers, yarns, construction, and finishes.
_____ 3. Match fabrics with their proper end uses and care.
_____ 4. Identify standards and legislation which affect textile products.

Visual Merchandising (FMT 2414)

_____ 1. Plan and execute counter, window, and interior displays using the principles and elements of design.
_____ 2. Perform display housekeeping using the specific rules necessary for upkeep of display of merchandise to maintain store appearance.
_____ 3. Dismantle display using correct return principles and procedures to remove counter, window, and interior displays.
_____ 4. Critique effects of various displays.

Buying (FMT 1233)

_____ 1. Describe the duties, traits, characteristics, and responsibilities necessary for a successful buying career.
_____ 2. Examine management strategies used in buying decision making.

Work-Based Learning in Fashion Marketing Technology (FMT 2913, FMT 2923, or FMT 2936)

_____ 1. Apply technical skills needed to be a viable member of the work force.
_____ 2. Apply skills developed in other program area courses.
_____ 3. Apply human relationship skills.
_____ 4. Apply and practice positive work habits and responsibilities.
_____ 5. Work with instructor and employer to develop written occupational objectives to be accomplished.
_____ 6. Assess accomplishment of objectives.
_____ 7. Utilize a set of written guidelines for the work-based learning program.

Image and Wardrobe Consulting (FMT 2513)

_____ 1. Demonstrate an appropriate personal image utilizing proper colors, makeup, accessories, hair styles, and wardrobe.
_____ 2. Demonstrate the basic steps and turns used in modeling.

_____ 3. Understand the procedure for determining color coding for clients/customers and make appropriate wardrobe and makeup selections based on season.

_____ 4. Plan, coordinate, and present appropriate clothing for an occasion such as a wedding, vacation, or work wardrobe.

Fashion Sales Direction (FMT 2613)

_____ 1. Identify and locate specialized sources of fashion trend information.

_____ 2. Demonstrate communication of fashion information which could include seasonal fashion merchandising seminars, or seasonal trend presentations.

_____ 3. Plan a fashion promotion including appropriate calendars.

_____ 4. Plan and evaluate a fashion show.